

INTRAPERSONAL ADVANTAGES
AND INFLUENTIAL EFFECTS OF PARTICIPATION IN
SECONDARY LEVEL, EDUCATION-BASED ATHLETICS:
LIFE AFTER THE FOURTH QUARTER

A CREATIVE PROJECT
SUBMITTED TO THE GRADUATE SCHOOL
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MASTER OF ARTS

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INTRODUCTION

Amid controversies of player safety, on-the-field politics and sportsmanship among athletes, American football has recently initiated conversations that carry heavier weight than wins and losses: headlines of Jordan McNair, Colin Kaepernick and Aaron Hernandez, for example. Rightfully so, there are discussions to be had at all levels of competition, but specifically at the high school level. This comes as high school sports participation in the United States has increased for 29 straight years (“High School,” 2018). Of all 65 recorded high school sports in the United States, 11-player football has consistently reported the highest number of participants, with 1,036,842 student-athletes in 2017 (“High School,” 2018). However, despite overall high school sports participation reaching an all-time high at 7,980,886 student athletes during the 2017-2018 school year, participation in 11-player football has now declined for the second consecutive year (“High School,” 2018). As anecdotal research, it is safe to admit there are countless internal and external factors contributing to the declining participation numbers across the country, like the aforementioned player safety and on-the-field politics. However, one aspect remains the same. Research and case studies have shown “past participation in competitive team sports marks you as a winner,” even after the final snap of a high school career (Segelken, 2014, para. 2). With this in mind, and in regard to the societal focus of American football, what is the correct conversation to be had surrounding the sport, and who needs to hear it?

A 2014 case study by Kevin Kniffin, postdoctoral research associate in the Dyson School of Applied Economics and Management at Cornell University, revealed that as former high school athletes enter and move through the workforce, they have a tendency to display significantly higher levels of leadership, time management, relationship building and trust, self-

confidence and self-respect (Kniffin, 2014). Secondly, “researchers in economics and education have demonstrated a robust pattern in which former student-athletes tend to earn significantly higher incomes than people who did not play sports” (Kniffin, 2014, p. 217). Kniffin also pairs this with a heightened appreciation for prosocial values in everyday life as a former student-athlete.

While there are boundaries and limitations in this kind of anecdotal research, I find the available information to be incredibly significant in emphasizing the intrapersonal advantages and influential effects of high school sports for any given student-athlete. Focusing on the topics of leadership, prosociality and career success, and as a student journalist with a passion for American football, this creative research project is designed to remind parents, fans and athletes of the true exponential value of taking the field on Friday nights, and to give voice to the intrapersonal advantages and influential effects of participation in secondary level, education-based athletics and life after the fourth quarter.

LITERATURE REVIEW

When asked to describe student participation in high school education-based athletics, Kniffin’s reaction was quite concise:

Something very special happens on scholastic playing fields and tracks and basketball courts. Student-athletes, whether or not they are captains or leaders of their teams, are exposed to leaders in an environment that rewards transformational leadership. The focus in youth sports is on prosocial traits: respect, trust and confidence. That experience spills over wherever their adult lives take them. (Segelken, 2014, para. 14)

While common knowledge of sport would suggest countless advantages of participating in education-based athletics, this research highlights three main proponents: leadership, prosociality and career success. Kniffin's research suggests these three areas could have the most effect on life after sport for student-athletes. For the purpose of this project, American football is used as a focal point. It is important to remember, however, these life-long attributes of education-based athletics are often true of all sports, even individual sports such as golf or cross country. Kniffin (2014) acknowledged this idea by adding, "We view the distinction among team and individual sports at the high school level to be a difference of degree rather than a difference of kind" (p. 225), meaning even individual sports often feature team-level competitions or rewards. Overall, current research suggests participation in education-based athletics of any kind could be as valuable to assessing a student's post-graduation success as the education itself. "The estimates on the returns to sports suggests that sports may be as important as more traditional educational policy questions, such as class size or other aspects of curriculum" (Kniffin, 2014, p. 227).

Leadership

According to Kniffin's 2014 study, leadership is universally one of the highest areas of return for former student-athletes, and as he documents, both internal and external factors contribute to student-athletes' organizational leadership development. "In the case of competitive sports, student-athletes tend to be exposed to leaders who operate in an environment that rewards transformational leadership that is focused on prosocial traits such as respect, trust and confidence" (Kniffin, 2014, p. 219). Years of working with such leaders can reciprocate into greater self-respect and self-confidence in former student-athletes, in addition to overall leadership abilities and desires (Kniffin, 2014). Kniffin supports this theory in his 2014 study of 66 adults recruited from a validated online sample. Participants were asked to complete a set of

questions based on their own experiences and opinions, using a nine-point sliding scale to measure their level of agreement or disagreement. At the end of the study, participants who were former student-athletes had a tendency to demonstrate significantly higher scores for leadership, self-respect and self-confidence compared to participants who did not participate in high school sports (Kniffin, 2014). It is important to note that while this study focuses on the broad scope of leadership, Kniffin (2014) does not differentiate between various styles or methods of leading, as he writes, “Our current study and its composite measure of leadership do not permit us to distinguish among types of leadership” (p. 225).

To compliment this research, a 2015 *Business Insider* article by Rachel Sugar took a deeper look at Kniffin’s study, specifically how sport experiences transition into the working world in terms of leadership ability. As mentioned by Sugar, Kniffin attributes organizational leadership development to multiple characteristic surrounding sports participation: “being part of a team, working intensively with teammates, managing a common resource, and interacting closely with a coach where that’s a common goal are all potential factors” (Sugar, 2015, para. 14). Specifically in the Hoosier state, the National Federation of State High School Associations attributes many of these learnable leadership traits to the frontline of education-based athletics: coaches, teachers and administrators (“The Case,” 2014). Overall, research would suggest coaching styles contribute greatly to the leadership development of the students. “These coaches did not view the coaching of life skills as separate from their general coaching strategies for performance enhancement, and while highly motivated to win, personal development of their players was a priority” (“The Case,” 2014, p. 6).

While administrators and research professionals express these leadership expectations from former student-athletes, studies suggest the general public may also expect this type of

capability from former high school athletes as they enter the workforce. “People tend to expect former student-athletes to demonstrate greater leadership ability as well as organizationally beneficial personality traits” (Kniffin, 2014, p. 221). Due to societal understandings of the foundation of sport, “former student-athletes are expected to possess relatively greater leadership ability as well as more self-confidence and self-respect than others” (Kniffin, 2014, p. 227). Some attribute these traits directly to the coaching staff, the team experience or the goal-oriented nature of sport; however, in a 2006 article for the *Journal of School Health*, Richard Bailey (2006) recommends “a healthy body leads to a healthy mind” (p. 5), which could arguably be the biggest takeaway for past participants of education-based athletics.

Prosociality

Prosocial behaviors are universally defined as actions that are intended to benefit others or a society as a whole, such as volunteering, donating or serving. One might not assume an immediate connection between education-based athletics and prosociality, but in a second 2014 case study by Kevin Kniffin, former varsity athletes reported significantly higher “prosocial volunteerism and charitable activities” than peers who were not former athletes (Segelken, 2014). Researchers have found children in youth sports are learning the idea of servitude at such a young age that the benefits of such education are often redeemed before the child graduates from high school. Kniffin (2014) acknowledges “participants in team sports tend to engage in very intense ‘reciprocal trading’ or ‘exchange’ relationships with teammates and peers” (p. 219), so much so that at a very young age, children understand and appreciate the value of teamwork and gratification of serving. “Participation in youth sports helps participants to indicate that they behave in ways that serve group-level interests and that such group- or team-serving behavior generally extends outside the sport” (Kniffin, 2014, p. 220).

Overall Kniffin's (2014) study of the long-term effects of participation in high school sports revealed a "positive relationship between participation in competitive sports and several measures of long-term personal success and prosociality" (p. 223). More specifically, his secondary research using World War II veterans as subjects also suggests prosociality can last up to 55 years after high school graduation (Kniffin, 2014). His subjects primarily reported volunteering time and donating money to various organizations as their prosocial behaviors. Overall, the findings from Kniffin's (2014) team "are generally consistent with the expectation that student-athletes demonstrate and retain prosocial, team-oriented values through participation in sports teams" (p. 226).

In 2006, a research duo from the University of Maryland, Mark Hugo Lopez and Kimberlee Moore, used data from the National Youth Survey of Civic Engagement to identify strong positive relations between sports involvement and prosociality. As previously acknowledged, results of anecdotal studies may suggest, but not finitely prove, the impact sports have on civic engagements of former athletes. However, the 2006 findings from Lopez and Moore were distinct:

18- to 25-year-olds who participate in sports activities while in high school were more likely than nonparticipants to be engaged in volunteering, voting, feeling comfortable speaking in public settings, and watching news. ... Men who were varsity athletes in high school volunteered more time more frequently and donated more to charity than those who were not athletes in high school. ("The Case," 2014, p. 11)

The most important phrase from Lopez and Moore is "more frequently." While this initial research was produced in 2006, Kniffin and his research partners, Brian Wansink from Cornell

University and Mitsuru Shimizu from Southern Illinois University, recommend this trend has already had a longitudinal effect across generations of current and former student-athletes alike. In a study of late-career workers, “former student-athletes demonstrated similar characteristics in addition to greater prosocial behavior in their 70s, 80s and 90s” (Segelken, 2014, para. 4). In other words, “for better or worse, what happens in high school does not stay in high school” (Sugar, 2015, para. 16).

Career Success

Perhaps one of the largest returns on investment for student-athletes is long-term career success, but as mentioned by Kniffin, “sports participation” is a highly understudied bit of biodata when it comes to professional interviews and careers (Kniffin, 217). This may come as a surprise to educators and researchers in economics, as they “have demonstrated a robust pattern in which former student-athletes tend to earn significantly higher incomes than people who did not play sports” (Kniffin, 2014, p. 217). What about a former student-athlete, however, other than leadership and prosociality, makes he or she the scientific “ideal candidate” in the workforce?

At the very basic level of education-based team sports, individuals must work together to attain a common goal, and they are rewarded as a unit when their teamwork and servitude outperforms the opponent. “Sports teams are designed to reward group-level achievements and appear to facilitate the enforcement of group-serving behavior” (Kniffin, 2014, p. 219). In turn, education-based sports inherently increase participants’ concentration and effort to reach a common goal. Because of this, the preconceptions of professionals in the workforce often falls to the benefit of the former student-athlete. Kniffin (2014) writes, “People tend to prejudge former student-athletes in generally favorable ways with respect to leadership skills and organizationally

beneficial traits of self-confidence and self-respect” (p. 227). It is important to note these expectations are not only true of interviewers who were also athletes – “it’s everybody” (Sugar, 2015, para. 5).

Research suggests this inadvertent benefit for former high school athletes also leaks into the payroll offices of corporate America. “For years, economists have shown that former student-athletes go on to earn significantly more than their non-sports-playing peers – between 5% and 15% more” (Sugar, 2015, para. 3). Perhaps because “leaders” in high school communities, on and off the field, are more likely to attend a university and earn a degree, which could result in a job with a higher salary, we see this trend in data (“The Case,” 2014). Regardless of collegiate involvement, research is seeing this trend extend decades past the life of the varsity letter jacket. “Many ex-jock octogenarians parlayed 65-year-old leadership skills into successful management careers – some at the highest level” (Segelken, 2014, para 13).

Kniffin and his research team conclude “there appears to be long-term correlates of participation in competitive youth sports that persist for more than 55 years” (Kniffin, 2014, p. 223). While sports participation is currently an undervalued biodata, students still believe mentioning education-based athletics and extracurricular activities on resumes and portfolios “could be a way to inform employers about soft currencies they possess in addition to hard currencies, but also about their self, that is, the full package of personal capital” (“The Case,” 2014, p. 11).

METHODOLOGY

After gathering decades of research on the intrapersonal advantages and influential effects of participation in secondary level, education-based athletics, I discovered a gap in the

data: a human voice. As a journalist, my role is often to deconstruct lengthy data sets and national case studies and create a digital story for an audience that is not only localized, but also easy to understand and apply to other aspects of life. That quickly became my mission with this creative project, to provide a human voice and localize this national information to the Hoosier state.

In terms of designing and distributing this creative project, I carefully made purposeful storytelling decisions I felt conveyed my desired message most clearly. In four simple steps, I exercised my “game plan” of giving voice and humanitarian meaning to the intrapersonal advantages and influential effects of participation in secondary level, education-based athletics: analyzing prior research to choose the best first-person representation of the data, carefully selecting proper equipment and technology, combining prior data with personal research, and finally, launching a creative platform to convey this message to my audience.

First Down: Research & Data Collection

In order to carefully select the appropriate sources for this creative project, I first began with the research, as the literature review suggests. Before any content was documented, scripted or recorded, I felt it most important to gather the existing data supporting this creative project. After collecting applicable information, I carefully decided to focus my research on American football, and specifically the state of Indiana, rather than high school sports in general. This storytelling decision was made for two main reasons: proximity and connection.

American football has consistently reported the highest number of total high school participants across all sports in the United States, as previously stated. In terms of proximity, there are more than 200 high school football programs in the state of Indiana. Although Indiana

is traditionally seen as a basketball state, the average high school football team has many more athletes on the sideline than high school basketball, giving more data and significance to this research. Therefore, there are more high school football players in the state of Indiana than any other education-based sport.

Additionally, I have spent my entire personal and professional life in Indiana and have had numerous, direct interactions with the sport over my 24 years. I was raised in a sports-minded family, with my father and brother coaching and playing football, respectively, for most of my life. I spent four years working directly with our high school varsity football athletes, coaches and staff. Most recently, I have spent four years working in the Recruiting and Operations department of a Division I football program, communicating with high school athletes, coaches and administrators on a daily basis. I personally have witnessed the lasting intrapersonal advantages and influential effects this sport has on young men in the state of Indiana, but I aim to give the rest of society a peak into this perspective as well. While I admit my direct involvement in the sport has altered my personal beliefs and opinions of American football, I continue to focus my attention on ensuring the accurate representation of data, opinions and student-athletes in the state of Indiana.

With that in mind, the human subjects for this research project were chosen from the best players in the history of Indiana high school football, past Mr. Football award winners. Mr. Football is an annual award given from *The Indianapolis Star* staff to the high school player who is selected, by a panel of high school coaches and administrators, as the best football athlete in the state of Indiana. Subjects for this study include Israel Thompson (1996), Daniel Wodicka (2009), and Markell Jones (2014). What makes these key storytellers unique is their individual demographics and personal journeys: different high schools, different experiences, and different

life choices upon completion of their high school playing careers. These men, united by the title of Mr. Football, will carry the brunt of the storytelling duties. In addition to the athletes, however, administrators and organizational officials also gave input to this study: Dr. Karissa Niehoff, executive director of the National Federation of State High School Associations, and Sandra Walter, assistant commissioner of the Indiana High School Athletic Association. For the purpose of this research, they both serve as professional sources.

Second Down: Tools & Technology

The technical equipment used to gather, produce and broadcast this creative project was familiar yet challenging. As an undergraduate at Ball State University, I primarily used a standard NX5 camera, a variety of microphones and standard light kits, all for broadcast news journalism. During my graduate work, however, I have been fortunate to explore and become acquainted with various models of equipment, all with their own strengths. Therefore, when selecting the tools and technology to use in conveying my creative project, I aimed to exemplify the skill sets I already possessed while challenging my knowledge at a graduate level. Below is a complete list of technology used in the production of this creative project:

Technology: DSRL Canon EOS 5Ds, Canon EF 24-105mm f/4 Lenses, DJI OSMO Mobile 3 Handheld Gimble with iPhone 11, Fiilex LED light panels, Lavalier Microphones, Zoom H4N Pro Audio Recorders.

Tools: Adobe Premiere Pro 2020, Adobe Photoshop 2020, Adobe Lightroom 2020, Weebly.com 2020, Youtube.com 2020.

As a young journalist primarily in the news industry, I aimed to tackle this creative project with a true “MSJ” mentality: a solo, multi-skilled journalist responsible for gathering, editing and producing the “story.” As previously mentioned, I aspired to push my boundaries of knowledge and skill while completing this creative project as a single storyteller, which I feel I was able to accomplish with these tools. Furthermore, in regard to the website platform, I utilized Weebly for the creation and design of the final website. I am most familiar with this web design technology and felt its web structure and audience engagement abilities made it both accessible and enjoyable for my audience, allowing them to engage in the research as they wish.

Third Down: Getting Across the Line

In search of the human element to this creative project, I traveled more than 600 miles around the state of Indiana to gather information, interviews and video footage of past Mr. Football award winners and professional sources. My journey started in Indianapolis, Indiana where I met with both Sandra Walter and Dr. Karissa Niehoff. Both of their respective statewide and nationwide organizations are headquartered in Indianapolis, making high school sports in the Hoosier state even more relevant and impactful for these women. Walter and Niehoff both have decades of experience as student athletes, coaches and administrators at the high school level.

The storytelling journey then ventured to Columbus, Indiana with Columbus East High School graduate Markell Jones. As Mr. Football 2014, he was also Indiana’s Gatorade State Player of the Year and a Parade All-American running back. Jones held state and programs records by the time he was a senior Olympian. He went on to pursue a football scholarship at Purdue University where he majored in aviation. He graduated with his bachelor’s degree during the summer of 2019 and is now pursuing his dream of becoming a pilot, just like his father.

An hour up the road in Martinsville, Indiana, I was fortunate to meet with Mr. Football 1996, Israel Thompson. Now an entrepreneur with his own company, Thompson first attended Ball State University before playing semi-pro football in Indiana. A Martinsville native, he now enjoys teaching his young sons the game of football. Lastly, this journey connected with Mr. Football 2009, Daniel Wodicka. A graduate of West Lafayette High School, Wodicka led his team to a state championship before earning the title of Mr. Football. Playing both quarterback and safety for the Class 3A high school, Wodicka's talent gained interest from many area schools, but his playing career ultimately landed at John Hopkins University. In 2020, he still resides in Baltimore as the Blue Jay's special teams coordinator and defensive line coach. Wodicka attributes his dream of being a collegiate football coach to the relationship with his coaches and experiences in West Lafayette.

Lastly, the final piece of the human voice echoed from the frontline of developing student-athletes, parents. In order to gather as many opinions as possible from Indiana parents, a 10-question online survey was created and shared via social media and word-of-mouth to hear parents' opinions on American football in the Hoosier State. Questions included, but were not limited to:

How long has your child been participating in American Football? For families who have experienced high school football participation, what do you feel was the biggest advantage and disadvantage of your child's involvement in high school football? Would you recommend participation in high school football to other parents?

To assure my responses were validated, questions about geographic location and post-high school experience were also included. The link to the full survey can be found at

<https://www.surveymonkey.com/r/VLTMQMW>.

Fourth Down: Putting It into Play

The website portfolio for this creative project is the landing page for all multimedia aspects of this digital story: text, video, photo and more. Using Weebly as the hosting site, I used a design that was simple and clean, yet possessed a bit of texture to enhance the “sporty” content. I primarily used a modified triad color scheme throughout the website, with the colors red, white and blue. I was able to modify the original design of the website to best suit the structure of my research: five main web pages support the backbone of the project, with four breakout web pages adding supplemental information for audience consumption. The mission of the website is to allow the reader to browse the research with a variety of media available. Understanding my intended audience ranges from school administrators to business professionals to stay-at-home mothers, I aim to provide a multimedia platform with storytelling versatility to please my audience as a whole. Not only could this technique allow for better interaction with my readers, but it will also challenge my multimedia storytelling and design skills as a journalist.

RESULTS

After documenting three first-person accounts, speaking with two professional administrators, surveying the frontline of youth development, and collecting hours of prior data, I am confident that my findings of intrapersonal advantages and influential effects of secondary level, education-based athletics do indeed positively impact life after the fourth quarter for former high school football players. I do recognize and admit the anecdotal acknowledgements

of this research, but as I set out to accomplish, the journalist first-person storytelling of these decade-old data sets adds current-day value and appreciation of education-based athletics to our society today.

Each and every first-person narrative documented a variety of ways participation in high school sports impacted “life after football” in their personal and professional journeys. As a recent graduate of Purdue University, Markell Jones specifically credited high school football with adversity training and mental toughness:

Football players, especially, we are kind of blessed, because we are put in so many different situations that the common student does not really get to interact with as much. As a football player, the lessons that I’ve learned and the things that I’ve gone through, I will never forget them. I know that every single thing that I’ve gone through is a lesson. Being able to take criticism and focus on what you need to get done... that’s big time. How many people can say they’ve been able to do that? It’s the ups and the downs, the ebbs and flows of life that, we as football players, have been able to experience that maybe a lot of people haven’t been able to yet. And whenever they do get hit by adversity in life, how are they going to respond? I know how I’ll respond.

In addition to serving John Hopkins University as a football coach, Daniel Wodicka also enjoys his spare time volunteering and giving back to the Baltimore community. Although he is not a native to the area, he attributes his volunteerism and prosociality to his time in West Lafayette:

From university charity events to events organized by my church, I really enjoy giving back to the Baltimore community in any way I can. I think being a part of education-based athletics, specifically team sports, has shown me I am not the center of the

universe. We all have to work together and help out anywhere and to anyone who needs it. The opportunities I've had in my life because of football have truly shaped the person I am today.

Israel Thompson, Mr. Football 1996, is the owner of his own company, Thompson Heating and Cooling. In addition growing up, returning to, and raising a family in a small, football community, Thompson said his biggest high school football lesson was the power of accurate leadership, which helped him reach his own definition of "career success:"

Working with other people, different kinds of people. It takes more than one person to run a successful business - it takes a group of people. It taught me how to communicate well with others and rely information in an effective and efficient way.

Dr. Karissa Niehoff, executive director of the National Federation of State High School Associations acknowledges while many of these skills can be learned through a variety of team or individual sports, 11-player American football is unique in what it brings to the competition field:

Football offers something for anyone who might be interested in playing a sport. When kids participate in football, again, there's something for everyone. No position is more important than any other. They've got to work together. They have to support one another, they have pick one another up off the field, and they have to work as a large unit. They're really learning how to be a team, learning how to take direction, and they have to learn how to represent – their school, themselves, their community. Football does that in a unique way.

To compliment Dr. Niehoff's comments, Sandra Walter, with the Indiana High School Athletic Association, agrees American football is much more than wins and losses, and in fact, she argues losing can be the most valuable asset of transitioning to life after football:

Four short years in high school, but these are such formative years. Our goal - the life lessons they are going to learn, because by the time they are 18, they are making decisions on their own. To a youngster, sometimes success and failure is the win and the loss, but to us with a broader view, that failure or that loss is a way to learn how to cope. How do I cope with something that really matters? When I get my first job, when I go through my marriage and things get a little rough, how do I cope? Do I just quit? We are going to work through this, and I am going to be better.

Lastly, echoing Walter's comments on facing adversity, the results from the statewide parent survey show 88.8% of participants feel leadership and post-football life readiness was the best attribute their son or daughter benefitted from by participating in high school, education-based athletics. Of the statewide respondents, 93.3% said they would recommend high school football participation to another family. Many parents even left comments about personal advantages of participation like, "learning true teamwork and discipline" and "working in a structured, goal-oriented environment that was focused on time management." These direct benefits, and more, start with high school children as young as 14 years old.

For a complete breakdown of parent responses and to view full interviews with the five subjects, please visit <https://lifeafter4thquarter.weebly.com/>.

CONCLUSION

For the 29th consecutive year, 11-player football has reported the highest number of participants of all 65 recorded high school sports in the United States ("High School," 2018).

Because of this, American football is arguably the most widely available and influential sport on American youth in 2020. Societal discussions of the sport, however, are often focused on the potential negative aspects of football, like player safety, politics and sportsmanship. Prior research suggests, however, student-athletes who participate in secondary level education-based athletics tend to possess higher leadership capabilities, earn higher salaries throughout their career success, and display prosocial values more than peers who did not participate in high school athletics. (Kniffin, 2014).

Notwithstanding the limitations of this type of research, all of my gathered information supports the ideology that intrapersonal advantages and influential effects of sport may last well into the professional lives of former student-athletes. As emphasized by three of Indiana's best high school football players and as echoed by two of the top high school sports administrators in the Hoosier state, the given research is also applicable to student-athletes across generational gaps. Additionally, of surveyed Indiana parents, 93.3% would recommend American football participation to other families, primarily because of the learned life skills and friendships, complimented by adversity training, with a team-focused, goal-oriented mindset. Overall, my findings are consistent with the data-driven recommendation that participants of secondary level, education-based athletics reap intrapersonal advantages lasting much longer than four years high school, specifically in leadership development, prosociality and career success.

With that in mind, I do advise, and recommend, further research on this topic, due to the natural limitations of the case studies. For example, future studies could assess the differences of life-long intrapersonal advantages and influential effects of sports participation and other extracurricular participation, such as band or choir. Perhaps long-term research could also assess specific variables of sport throughout a child's development and into their young-adult life.

Regardless, I am confident in further research complimenting the positive correlations between secondary level education-based athletics and life after the fourth quarter.

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